

The Body Snatcher Get to Know the Author

Pre-Show Activity

Drawing Key Moments

Goals:

- Students will research the author(s) of the play
- Students will understand how an author's life, experiences, and worldview can shape their creative work.

NOTE: This activity has been aligned with TEKS and [Universal Design for Learning](#). TEKS can be found at the end of this document.

Materials Needed

- Access to quick research tools (books, tablets, internet)
- Paper, markers, colored pencils, or notebooks for notes and drawings.
- Optional: projector/screen for image-sharing, or space for tableau/freeze-frame

Introduction

Meet the Creators

- Using Alley Re-Sourced, introduce students to the author and playwright
 - Katie Forgette, Robert Louis Stevenson
- Invite students to **Notice & Wonder** (Artful Thinking routine):
 - What do you notice about their portraits, photos, or short quotes?
 - What do you wonder about their lives or work?

UDL Tip: Offer options—students can jot, sketch, or verbally share their noticings.

Research

- Students will choose one of the authors to study in more depth. Encourage students to find the following information:
 - One interesting fact about the playwright's life
 - One major play or piece of writing
 - One theme or idea common in their work

Tip: Robert Louis Stevenson will be the easier person to find information on

Notes for UDL alignment: Provide text, audio, or short video options for research. Allow dictation or voice recording for note-taking. Encourage group collaboration for those who prefer shared research.

Sharing and Feedback

- Beginning / Middle / End
 - Students sketch a visual story of the author's life / work in three moments
 - Alternatives to sketching:
 - Freeze-frame tableaux
 - Symbols, colors, or metaphors instead of literal illustrations
 - Write a short poem or six-word memoir for the author and illustrate it
- After sharing, use "Think, Feel, Care" (Artful Thinking routine):
 - What do you think the author cared about?
 - How do you feel about their story or theme?
 - Who might care about this work today?
- Discuss briefly how knowing about the playwright helps understand their plays better. Students can use different reflection methods:
 - Journal entry.
 - Pair discussion.
 - Quick sketch-note or concept map.

Notes for UDL alignment: Encourage students to share in pairs, small groups, or through written reflection to offer varied ways of participating.

TEKS

Fine Arts- Theatre, Middle School 6-8

5(D) explore career and vocational opportunities in theatre.

High School Levels I-IV

Level I- 1(H) define the roles of and appreciate the collaborative relationships between all artistic partners such as playwrights, composers, directors, actors, designers, technicians, and audience;

4(A)/4(B) relate, analyze, and evaluate historical and cultural influences on theatre;

English Language Arts and Reading, Middle School 6-8

(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.

12(D) identify and gather relevant information from a variety of sources

12(F) synthesize information from a variety of sources;

English Language Arts and Reading, High School- English I-IV

(8) The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.

11(E) locate relevant sources; (F) synthesize information from a variety of sources;